Preventing Extremism and Radicalisation Policy

October 2020

Contents

Introduction

Halliford School is fully committed to safeguarding and promoting the welfare of all its students. The Governing Body, Senior Management Team and Staff recognise that safeguarding against radicalisation is as important as safeguarding against any other vulnerability. All staff and volunteers are expected to uphold and actively promote the fundamental principles of British values, including democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs, and those with none.

In adhering to this policy, and the procedures therein, staff and visitors will contribute to Halliford School's delivery of the outcomes to all children, as set out in s10 (2) of the Children Act 2004, and Teaching Online Safety in Schools June 2019. This Preventing Extremism and Radicalisation Policy is one element within our overall school arrangements to Safeguard and Promote the Welfare of all Children in line with our statutory duties set out at s157 of the Education Act 2002.

The School's lead on Prevent is the Deputy Head (Pastoral).

Related policies and documents

- Safeguarding and child protection
- Safe Students, Safe Staff
- Anti-bullying
- Behaviour
- Digital Safety
- PSHE
- SMSC
- Whistleblowing
- Visiting Speakers

Aims and principles

The main aims of this policy are to ensure that:

- Staff are fully informed and engaged with respect to the risks of radicalisation and violent extremism, understanding the need to be vigilant, and avoiding any sense of "it could not happen here".

- The school is committed to safeguarding and promoting the welfare of students. We recognise that safeguarding against radicalisation is no different from safeguarding against any other vulnerability.

- The school constitutes a safe space in which students can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas.

- We work alongside other professional bodies and agencies to keep our students safe from harm.

- All staff uphold and actively promote the fundamental principles of British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs, and those with none.

The Senior Leadership Team will ensure that:

- All teachers, teaching assistants, non-teaching staff and volunteers understand what radicalisation and extremism are and why we need to be vigilant in school.

- All teachers, teaching assistants, non-teaching staff and volunteers know what the school policy is on anti-radicalisation and extremism and follow the procedures when issues arise.

- All parents and students know that the school has policies in place to keep students safe from harm and that the school regularly reviews its systems to ensure they are appropriate and effective.

- Safer recruitment best practice principles and sound employment practice are always followed in making any appointment, be it permanent or temporary.

Radicalisation and Extremism

The Prevent Duty for England and Wales (2015) under section 26 of the Counter-Terrorism and Security Act 2015 places a duty on education and other children's services to have due regard to the need to prevent people from being drawn into terrorism.

Definition

Extremism is defined as vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs'. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

Some children are at risk of being radicalised; adopting beliefs and engaging in activities which are harmful, criminal or dangerous.

Evidence suggests that the 'radicalisation' process is not linear or predictable and the length of time taken can differ greatly from a few weeks to a few years. It does not always result in violence. Adolescence is most often when a process of radicalisation starts, one that might eventually cause a student to undertake violent or criminal acts.

Young people who become involved in violent extremist movements usually do so under the influence of others. Initial contact could be via peers, older siblings, other family members or acquaintances. The process can often be a social one, where interaction is more likely to be outside school settings, often in unsupervised environments i.e. gyms, cafés, or in private homes. The Internet is now playing a much more important role. Violent extremist videos and propaganda are accessible via websites or via digital social networks.

There is no single profile of a person likely to become involved in extremism, or single indicator of when a person might be moved to adopt violence in support of extremist ideas. However, there are a number of behaviours that might indicate that an individual is at risk of being radicalised or exposed to extreme views.

Any prejudice, discrimination or extremist views, including derogatory language, displayed by students or staff will always be challenged and where appropriate dealt with in line with our Behaviour Policy for students and disciplinary procedure for staff.

School View

Halliford School is clear that exploitation of vulnerable children and radicalisation should be viewed as a safeguarding concern and follows the Department for Education guidance for Schools and Childcare providers on preventing children and young people from being drawn into terrorism. Halliford School seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right/Neo Nazi/White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

School staff receive yearly training to help identify early signs of radicalisation and extremism and complete online government training resources.

Indicators of vulnerability to radicalisation

It is the School's Prevent duty under the Counter Terrorism & Security Act (2015) (The Prevent Duty) to have due regard to the need to prevent students from being drawn into terrorism. The referral procedures set out above also apply where there are concerns about children who may be at risk of being drawn into Radicalisation. The School also has in place a specific Preventing Extremism and Radicalisation Policy which sets out in detail the training requirements, prevention measures and procedures which staff must follow if they have concerns about a child being drawn into terrorism. All staff should familiarise themselves with and follow the procedures set out in this policy. The DSL is the designated Prevent duty person responsible for co-ordinating action within the school and liaising with other agencies, including the Prevent Lead.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.

Extremism is defined by the Government in the Prevent Strategy as:
- Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

Extremism is defined by the Crown Prosecution Service as:
- The demonstration of unacceptable behaviour by using any means or medium to express views which:
  - Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;

- Seek to provoke others to terrorist acts;
- Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
- Foster hatred which might lead to inter-community violence in the UK.

There is no such thing as a "typical extremist": those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

The School acknowledges the increased prevalence of right wing radicalisation and terrorist acts and is vigilant to these within our setting.

Students may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that School staff are able to recognise those vulnerabilities.

Indicators of vulnerability include:

- Identity Crisis – the Student is distanced from their cultural/religious heritage and experiences discomfort about their place in society;
- Personal Crisis – the Student may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
- Personal Circumstances – migration; local community tensions; and events affecting the Student/Student's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
- Unmet Aspirations – the Student may have perceptions of injustice; a feeling of failure; rejection of civic life;
- Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement/reintegration; or
- Special Educational Need – students may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

More critical risk factors could include:
- Being in contact with extremist recruiters;
- Accessing violent extremist websites, especially those with a social networking element;
- Possessing or accessing violent extremist literature;
- Using extremist narratives and a global ideology to explain personal disadvantage;
- Justifying the use of violence to solve societal issues;
- Joining or seeking to join extremist organisations;
- Significant changes to appearance and/or behaviour; and
- Experiencing a high level of social isolation resulting in issues of identity crisis and/or personal crisis.

The Department of Education guidance The Prevent Duty can be accessed at:
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf

Preventative Strategies

Opportunities are provided in the curriculum to enable students to discuss issues of religion, ethnicity and culture and the School follows the DfE advice Promoting Fundamental British Values as part of SMSC (spiritual, moral, social and cultural education) in Schools (2014).

The School governors, the Headmaster and the Designated Safeguarding Lead (DSL) will assess the level of risk within the School and put actions in place to reduce that risk. Risk assessment may include, the use of School premises by external agencies, anti-bullying policy and other issues specific to the School's profile, community and philosophy.

Reporting

The school will closely follow any locally agreed procedure as set out by the Local Authority and/or Surrey's Safeguarding Children Board's agreed processes and criteria for safeguarding individuals vulnerable to extremism and radicalisation.

It is important to establish a chronology of events, no matter how minor they might appear at the time. This history of events allows analysis of any patterns over time, which is crucial in determining if a student is seriously at risk. This also provides evidence of events when working other agencies.

Any minor incidents should be reported to a Head of House / Head of Year / Member of the SMT, or the Designated Safeguarding Lead in accordance with the relevant school policy i.e. anti-bullying or safeguarding. If there are concerns that there are signs that a student's behaviour or views could be an indicator of their vulnerability to radicalisation or extremism, then the procedure follows that of the Safeguarding Policy.

An immediate verbal report should be made to the Designated Safeguarding Lead, Headmaster, or other DDSL, which should then be followed up by a full written report to the Designated Safeguarding Lead. It is important to remember that the report will form the basis for any further investigation and needs to be understood by professionals from other agencies. The words of the student should be used in the report and not an interpretation or translation of those words.
The Designated Safeguarding Lead will take any further steps needed to ensure the immediate safety of the student, which may include the re-location of staff, calling in additional staff, or suspending staff. (If it is judged necessary to suspend a member of staff, the staff member being suspended must be told in person, where possible, by a member of SMT, reminded of the conditions of suspension and immediately escorted from the premises).

The Designated Safeguarding Lead will obtain advice from the local Prevent Officer and The Channel coordinator and start a confidential file of evidence and chronology of events. See appendix 1 for details of the referral process.

If the matter is urgent then Surrey Police must be contacted by dialling 999. In non-urgent cases where police advice is sought then dial 101. The Department of Education has also set up a dedicated telephone helpline for staff and governors to raise concerns around Prevent (020 7340 7264).

The Role of the Curriculum

Halliford School's curriculum promotes respect, tolerance and diversity. Students are encouraged to share their views and recognise that they are entitled to have their own different beliefs which should not be used to influence others.

Lessons aimed at teaching students about tolerance, understanding, questioning beliefs and Britishness are taught through PSHE and Religious Education. The School's spiritual, moral, social and cultural provision is also embedded across the curriculum and underpins the ethos of the school.

Our teaching approaches help our students build resilience to extremism and give students a positive sense of identity through the development of critical thinking skills. All of our staff are equipped to recognise extremism and are skilled and confident enough to challenge it.

There is evidence that, as a general pattern, students with low aspirations are more vulnerable to radicalisation. The school strives to equip its students with confidence, self-belief, respect and tolerance, as well as setting high standards and expectations for themselves.

Students are regularly taught about how to stay safe when using the Internet, in line with recent Governmental guidelines relating to online safety (TOSIS June 2019) and are encouraged to recognise that people are not always who they say they are online. They are taught to seek out help if they are upset or concerned about anything they read or see on the Internet.

Despite the best efforts of the school, staff, agency staff and visitors may express views, bring material into the school, use or direct students to extremist websites, or act in other ways to promote violent extremist views, and therefore staff should be vigilant around the behaviour and viewpoints of other adults in the organisation. Their actions might constitute a breach of the relevant professional standards or may be illegal. In such an event, staff would be asked to leave the premises and the police and local authority may be contacted.

The school takes seriously its statutory duty to forbid political indoctrination. Staff must not promote partisan political views in the teaching of any subject. In discussing political issues, students must be offered a balanced presentation of opposing views.

The school is a safe space in which students can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas. It is school policy to challenge any discriminatory or extremist opinions or behaviours as a matter of routine.

Contact and links

DfE helpline: 020 7340 7264

DfE e-mail: counter.extremism@education.gsi.gov.uk

Home Office UK threat level: http://www.homeoffice.gov.uk/counter-terrorism/current-threat-level

Police anti-terrorist hotline: http://content.met.police.uk/Article/AntiTerrorist Hotline/1400006265916/1400006265916

Home Office prevent strategy: http://www.homeoffice.gov.uk/publications/counterterrorism/prevent/prevent-strategy

Channel Guidance: http://www.homeoffice.gov.uk/publications/counterterrorism/prevent/channel-guidance?view=Binary

Online training for Staff and Volunteers: https://www.elearning.prevent.homeoffice.gov.uk/edu/screen1.html

British Values at Halliford School

At the heart of Halliford School's Ethos is celebrating a caring culture of warm-hearted respectful relationships and diversity.

Democracy
The principle of democracy is explored in subjects such as Religious Studies and history, in PSHE and in assemblies. The practice is encountered by students in the process of electing peers to the school's council, and in the selection of prefects. The school also hosts mock elections from time to time, in line with local government and general elections.

The rule of law
The school is governed by rules that students are made aware of through induction, assemblies, and in documents such as the ICT Acceptable Use Agreement. All staff, parents and students, when they join the school, are made aware of the safeguarding and child protection policy and procedures, and codes of conduct. Pupils are taught the value of and the reasons behind the rules, their own responsibilities and the consequences of their actions when these rules are broken. The rule of law is explored in the curriculum through the PSHE programme and the Religious Studies syllabus.

Individual liberty
Pupils are encouraged to ask questions, make independent choices, and take intellectual risks within a high challenge/low threat environment. The school seeks to create the conditions within which students can make informed choices. Pupils are encouraged to know, understand and exercise their rights and personal freedoms, and are advised on how to exercise these safely, for example through Digital safety and PSHE lessons.

Pupils are encouraged to develop, reflect on and articulate their own viewpoints. They are given the freedom to make choices in subject options and extra-curricular programmes. In their teaching, our teachers encourage students to take ownership of their learning and make choices based on how they learn most effectively.

Mutual respect
Respect is central to the ethos of the school and is modelled by students and staff alike. The school promotes respect for others in the classroom and in all other activities. The school seeks to develop mutual respect throughout the curriculum, and the code of conduct promotes the values of respect and responsibility. Pupils are encouraged to explore ideas and develop opinions, always understanding that disagreement does not entail loss of respect for and understanding of others' opinions.

Tolerance of those of different faiths and beliefs
Pupils are given the opportunity to explore and understand their place in the UK's culturally diverse society, and they are given the opportunity to experience diversity within the school community. Assemblies allow students to appreciate different faiths and practices, and the programmes of study in Religious Studies, History and PSHE support this. Pupils are given the opportunity to encounter other perspectives, religions, cultures and languages in numerous ways – including trips abroad.

Appendix 1 – Flow Chart for Referrals

PREVENT AND SAFEGUARDING GUIDANCE
SUPPORTING INDIVIDUALS VULNERABLE TO VIOLENT EXTREMISM

APPENDIX 1

MODEL FLOW CHART FOR REFERRAL OF CHILDREN AND YOUNG PEOPLE FOR CONCERNS OF RADICALISATION IN CHILDREN SERVICES (E.G. SCHOOLS, COLLEGES, YOUTH SETTINGS)

Identifying concerns

Cause for concern identified

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Concern reported to 'Named Person' and recorded

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Initial response

'Named Person' gathers more information and identifies whether further action is required. → Is there an immediate risk/ emergency? —Yes→ Contact emergency services – ring 999.

↓

Discussion with nominated local police officer

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Further information gathering. Consider convening an initial meeting of all those involved.

↓

Are there grounds for not informing parents/carers? —Yes→

No ↓

Involve Parents/carers → Low risk – further action within normal support process with further monitoring.

↓

Multi-agency assessment

Organise Multi-Agency Assessment Meeting, involving relevant police officers and other key personnel. →

↓

Is there significant risk of harm?

Yes ↓   No ↓

Is there sufficient need and parental support for the common assessment of need?

Yes ↓   No ↓

Delivery of support

Refer to Social Care. (Tier 3)   Initiate common assessment of need (Write CAF) and produce support plan (Tier 2)   Establish multi-agency (Tier 1) support plan and lead professional

↓

Implement plan

↓

Review

Regularly review progress